

University of Wisconsin—Madison Fall 2016  
SCHOOL OF LIBRARY AND INFORMATION STUDIES  
LIS 855: Electronic Records Boot Camp  
4207 Helen C. White  
Thursday 5:30-8:00

**Contact Information**

Instructor: Abbie Norderhaug

Contact information: The best way to reach me is via email, I will do my best to reply within 24 hours.

Email: [abbie.norderhaug@gmail.com](mailto:abbie.norderhaug@gmail.com)

Phone: 608-334-3933

Office: Shared office space in room off the SLIS office

Office hours: by appointment, please try to give me 24 hours' notice if you'd like to meet, but I can usually accommodate most requests

**Course Description**

This one credit course will explore the basics of working with electronic records, including discussion of appraisal methods for digital material, exploration of digital preservation/processing tools, and digital preservation strategies.

**Course Objectives**

Students who successfully complete this course will be able to:

- Discuss various technologies and applications used with electronic records
- Use Archive-It to crawl a web site and assign metadata
- Be familiar with various digital preservation micro-services
- Discuss ways to provide access to digital content

**Program Objectives Met by this Course**

<b>SLIS Program Level Learning Objective</b>	<b>Course Objectives</b>	<b>Assignments That Provide Evidence</b>	<b>Means of Assessing Evidence</b>
3a. Students organize and	Be familiar with various digital	Accession material using	Students demonstrate an understanding of

describe print and digital information resources	preservation micro-services	D Space and Archives Space sandboxes and write response/analysis of tools.	the strengths and weaknesses of both tools, and how they relate to archival arrangement, description, and access.
3d. Students understand and use appropriate information technologies.	Demonstrate an understanding of various microservices and the appropriateness of using various tools.	Response assignments  Accessioning assignments	Students are able to accession a collection in the sandbox environments and create an Archive-It crawl
4a. Students evaluate, problem solve and think critically, both individually and in teams.	Think critically about the tools that students use in class and that presenters discuss	Tool evaluation responses  In class discussions	Students are able to discuss and compare experiences with tools during in class discussions.
4b. Students demonstrate good oral and written communication skills.	Demonstrate the ability to communicate to peers, researchers, and the general public	Tool evaluation, Archive-It evaluation, and brief class presentation.	Students are able to communicate successfully the contents and results of accessioning exercises and crawls.

## Core Readings

All books, including additional readings listed in the course schedule, are also on reserve at the SLIS Library.

All other readings are available on the course's Learn@UWsite or on reserve at SLIS.

## Course Requirements

### 1. Assigned Readings

All assigned readings beyond the assigned texts will be available on the electronic reserve system (see citations for each class).

## 2. Class Discussions and Participation

### 3. Archive-It assignment:

In this assignment, you will use the Internet Archive's tool Archive-It to harvest websites and create a small test collection. After receiving training, you will select 3 websites to harvest for your collection. You will need to run test crawls, analyze results, scope your crawl, run a production harvest, and add metadata.

You will need to write a short paper addressing:

- How/why the sites were selected
- How you scoped your collection
- How you analyzed your test crawl
- Issues anticipated prior to the capture and a discussion of any issues experienced
- Your opinion of the tool, and how it might be used at archival institutions

The must be turned into the Learn@UW drop box no later than 11:59pm October 6

## 4. Accession material using Archives Space

Create an accession of the sample digital records collection using the Archives Space Sandbox (<http://archivesspace.org/sandbox>) add at least four digital objects.

You will need to use the "archives staff" version of Archive Space (user name and password are admin). On the "create" drop down, choose "accession" and create an accession record for Mike Diaz's records. Use the information you have from the collection to create your accession record. You can use the Wisconsin Historical Society's agency history for the Department of Workforce Development and/or [www.dwd.wisconsin.gov](http://www.dwd.wisconsin.gov) for additional information about the agency as needed.

Then, on the "create" drop down, select "digital object" and create four digital objects. There are a few required fields, you can choose how in depth you think it is necessary to describe the object using the other fields.

Accession a portion of the collection using traditional archival methods, and the tools discussed in weeks 1 and 2. Don't work on the entire sample of files, select five folders to accession.

Arrange the material, and provide a description, and keywords/subjects that might apply.

Write a brief reflection on this process, including your thoughts on Archives Space, ways accessioning digital material differs from paper material, and what you learned in this exercise.

The assignment must be turned in to the Learn@UW drop box no later than 11:59pm, 9/22. Please include screen shots (or a description) of the arrangement of the electronic material.

#### 5. Job Talk presentation (10/6)

You are being interviewed for a digital archivist position at an institution with a newly created digital program, please give a 8 minute talk (questions will comprise 2 minutes) comparing and contrasting tools, your experiences (if applicable) using these tools or the reason you recommend them, and how you can see these tools in the this position. You can also include information on tools you haven't personally used, but believe would be helpful as you begin working on digital collections.

You may use PowerPoint or another presentation medium, but it is not required.

Presentations will be given on 10/6, however, I need 5 volunteers to present on 9/29.

## **Evaluation**

Attendance, participation and preparation: 20%

Archive-It collection and reflection: 30%

Accessioning project and reflection: 30%

Job talk: 20%

## **Grading Policy**

A 94-100

Outstanding achievement. Student performance demonstrates full command of course materials and exhibits a high degree of originality and/or creativity that far surpasses course expectations.

AB 88-93

Very good achievement. Student performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all course requirements in a superior manner.

B 82-87

Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

BC 77-81

Marginal work. Student performance demonstrates incomplete understanding of course materials.

C 72-76

Unsatisfactory work and inadequate understanding of course materials. Course work at this level triggers probationary status unless balanced by an A earned in another course during the same semester.

## **Announcements**

*Students with Disabilities:* Please let me know as soon as possible if you need any special accommodations in the curriculum, instruction, or assessments for this course to enable you to participate fully in class.

To request academic accommodations, please register:

McBurney Disability Resource Center

702 W. Johnson Street, Suite 2104  
Phone: (608) 263-2741 Text: (608) 225-7956  
Email: [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)  
Website: <http://www.mcburney.wisc.edu/>

*Academic Integrity:* The University's academic integrity policy is located at <http://students.wisc.edu/doso/acadintegrity.html>

*The Writing Center:* Students are strongly encouraged to avail the services of the Writing Center. If you would like some individual help organizing ideas or some constructive criticisms of a draft of your term paper, you can make an appointment to see a Writing Center instructor. 6171 Helen C. White Hall, <http://writing.wisc.edu/>

## **Required Readings**

Please follow *bloggERS* (<https://saaers.wordpress.com/>) the blog of the SAA's Electronic Records Section. The blog is updated weekly and will help you get an idea of what people in the profession are working on. We can discuss anything you read here during class.

Other required readings are listed in each week.

## Course Schedule

### ***Thursday September 8***

- Introductions, course objectives, assignments and expectations
- Guest Speaker- Sarah Barsness, Minnesota Historical Society
- Working with records creators

### **Required readings:**

Selections from Digital Preservation Management Workshop

o 4b. OAIS Reference

Model: <http://www.dpworkshop.org/dpm-eng/foundation/oais/index.html>

o 6c. Technical

Infrastructure: <http://www.dpworkshop.org/dpm-eng/program/techinf.html>

o 2f. Digital Preservation

Strategies: <http://www.dpworkshop.org/dpm-eng/terminology/strategies.html>

NDSA Levels of Digital Preservation

o [http://www.digitalpreservation.gov/documents/NDSA\\_Levels\\_Archiving\\_2013.pdf](http://www.digitalpreservation.gov/documents/NDSA_Levels_Archiving_2013.pdf)

o From Theory to Action: "Good Enough" Digital Preservation Solutions for Under-Resourced Cultural Heritage Institutions, the 'Our Results' section (pp. 8-13)

<http://commons.lib.niu.edu/handle/10843/13610>

Some Assembly Required - Micro-services and Digital Preservation (from On Digital History Blog)

<http://drewvandecreek.blogspot.com/2016/03/some-assembly-required-micro-services.html>

*OPTIONAL READING: DigiPres Commons*

- o <http://www.digipres.org/>
- o Surf the links off the tools section, particularly COPTR ([http://www.digipres.org/tools\\_main.html](http://www.digipres.org/tools_main.html))
- o See what practitioners are working on now on the Q&A (<http://qanda.digipres.org/>)

### **Reading Questions (hint: these will be helpful as you plan your presentation)**

- What kinds of considerations do you need to make when choosing digital preservation tools?
- Which kinds of tools are most appropriate for different kinds of preservation strategies (e.g., migration vs. emulation)?
- How can existing standards/models (like OAIS and the Levels of Digital Preservation) help you develop system requirements?
- What are the differences between macroservices and microservices? When might one be better than the other?

Niu, Jinfang. "Original Order in the Digital World." *Archives and Manuscripts*, Vol. 43:1 (January 2015): p. 61-72.

Chen, Anna. "Disorder: Vocabularies of Hoarding in Personal Digital Archiving Practices." *Archivaria*, 78 (Fall 2014): p. 115–134.

### **Thursday September 15- Digital preservation microservices**

- Guest Speaker- Danielle Spalenka, POWRR Project
- Accessioning/processing digital material

### **Required Readings**

From Theory to Action: Good Enough Digital Preservation for Under-Resourced Cultural Heritage Institutions (whole report)  
(<http://commons.lib.niu.edu/handle/10843/13610>)

POWRR tool grid: <http://digitalpowrr.niu.edu/tool-grid/>

Williams, Joseph A. and Elizabeth M. Berilla. "Minutes, Migration, and Migraines: Establishing a Digital Archives at a Small Institution." *The American Archivist*, 78:1 (Spring/Summer 2015), p. 84–95

[You've got to Walk Before You Can Run](#): First Steps for Managing Born-Digital Content Received on Physical Media

[Walk this Way](#): Detailed Steps for Transferring Born-Digital Content from Media You Can Read In-house

### **Thursday September 22- Archive-It**

- Archive-It presentation: We will receive training via WebEx from a member of the Internet Archive's staff on the use of the Archive-It web crawler.  
NOTE: There is no way to make up this class, and it is necessary to complete the Archive-It assignment.
- Planning for Archive-It assignment, general discussion and questions

### **Required Readings**

Look at the Archive-It website, become familiar with the types of collections and institutions that participate <https://archive-it.org/>

Look at the social media guidance in the Archive-It help  
<https://webarchive.jira.com/wiki/display/AITH/How+to+archive+social+media+sites>

Chudnov, Daniel. "Saving the Web." *Computers in Libraries*, 31:10 (December 2011), p. 30-32



Forstrom, M. "Managing electronic records in manuscript collections: A Case study from the Beinecke Rare Book and Manuscript Library." *The American Archivist*, 72 (Fall-Winter 2009): p. 460-477.

### **Thursday September 29—Access to Electronic Records**

- Guest Speakers- Amy Sloper and Nichole Barnes
- Considerations about access to electronic records
- Job talk presentations (5 volunteers)

### **Readings**

State Archives of Texas- Texas Digital Archive

<https://tsl.access.preservica.com/>

Read the “more about” section and look through the online collections

<https://www.tsl.texas.gov/slrn/blog/2015/12/e-records-conference-2015-introducing-the-texas-digital-archive/>

Kahle, Brewster. “Universal Access to All Knowledge.” *The American Archivist* 70:1 (Spring - Summer, 2007), pp. 23-31

Zhang, Jane and Dayne Mauney. “When Archival Description Meets Digital Object Metadata:

A Typological Study of Digital Archival Representation.” *The American Archivist* 76:1 (Spring/Summer 2013), p. 174-195.

### **Thursday October 6**

- Wrap up
- Job Talk Presentations
- Course Evaluations